

CONTENT

FUNDAMENTAL PEDAGOGICS

S. G. Roos

1. Introduction
2. Earlier names of fundamental pedagogics
3. Movement away from an initial naturalistic approach
4. Development of fundamental pedagogical thought appearing in the use of a few concepts
5. Research by students
6. Methodological development
7. The unification of the pedagogical
8. Practical application of fundamental pedagogics
9. Consideration of the significance of a philosophy of life

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PSYCHOPEDAGOGICS

M. C. H. Sonnekus

1. The earliest years: 1930-1937
2. The period 1937-1950: Establishment of the Faculty of Education
3. The period 1950-1959: In search of autonomous status for psychopedagogics
 - 3.1 Pursuing the line of thinking of the psychology of thinking in a didactic- pedagogical perspective
 - 3.2 Rejection of the applied connotation in psychopedagogics
 - 3.3 Personological flavor of psychological pedagogics
4. The period 1960-1970: Foundation for a phenomenologically oriented psychopedagogics
5. The period 1970-1980: Establishment of an independent psychopedagogics as a part -perspective of an autonomous pedagogics
 - 5.1 Psych pedagogical essences and categories
 - 5.2 The lesson structure in psychopedagogical perspective
 - 5.3 The psychic life of the child-in-education as the area of focus of psychopedagogics
6. Summary and perspective

SUMMARY

DIDACTIC PEDAGOGICS

H. C. Mentz

First phase

Second phase

Third phase

SUMMARY

SUBJECT DIDACTICS

C. J. van Dyk

A. General orientation and historical introduction

B. Some relevant attributions of meaning to the components and relations of the teaching model

C. Several landmarks in forming subject didactic theory

1 Analysis and classification of methodological forms

2 Particularizing as a proficiency in the subject didactic design of a lesson

3 The relations among structure, function and situation

4 Distinctions among skillfulness, proficiency and technique

5 General and subject-specific proficiencies

6 The bi-polar nature of teaching aims

7 Reducing a syllabus theme and specifying the learning aims

8 A subject didactic model of learning

D. Subject didactic research

TERTIARY DIDACTICS

W. J. Louw

No headings provided

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ORTHOPELAGOGICS

P. A. van Niekerk

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2. The deviant child as educationally situated

3. Accent on the disabled (handicapped) child

4. Pedagogic diagnostics
5. Therapeutic intervention with a deviant child
6. On the way to an accountable orthopedagogics
7. The orthopedagogic as a pedagogic perspective
8. Orthopedagogic practice
 - 8.1 Orthopedagogic diagnosis
 - 8.2 Pedotherapeutic practice

SUMMARY

VOCATIONAL ORIENTATION

C. J. Joubert

1. Historical perspective
 - 1.1 Curriculum content for vocational counseling
2. Anglo-American vocational counseling (1940-1955)
3. Educational-psychological oriented vocational guidance (1955-1960)
4. Philosophical-pedagogical oriented vocational orientation (1961-1970)
5. Vocational orientation pedagogics (1971-1980)
6. Summary
7. Research in vocational orientation pedagogics (1930-1980)

SUMMARY

APPENDIX

SOCIOPEDAGOGICS

J. W. M. Pretorius

No headings provided

SUMMARY